

# MRS. SPIELMANN'S 2ND GRADE

## Lesson Plans for Week of August 25-28, 2014

	DOL,Flag, Attendance	Specials	Guided Reading
	<u>8:30-8:45</u>	<u>8:45-9:45</u>	<u>10:00-11:30</u>
M	Flag Pledge, Lunch Count,	8:45- 9:15 - Art	Guided Reading & Conferencing
O	Attendance, Daily Oral Lang.	9:20-9:50 - P.E.	Oral & Silent Rdg: Family Trip;
	<u>Spelling: Review of short a &amp; i words</u>		An Interesting Trip
N	Challenge words in dict. Sentence		Students will review information
D	<u>Phonics Charts-# 1-2 titled:</u>		on KWL; finish a story map;
A	When You Can Read; Bookworm		Genre study & Guided Rdg. Group
Y	Flash Card Drill of Sight Words		DAILY 5: Read to Self; Read to
	Oral Language/ News Book		Someone; Listen to Reading; Word
	Character Education word:		Works; Work on Writing and
	Responsibility		CAFE ComponentsRL.2.1, .2,2.3..4,5
	<u>8:30-8:45</u>	<u>8:45-9:45</u>	<u>10:00-11:00</u>
T	Flag Pledge, Lunch Count,	8:45-9:15 - Music	Guided Reading & Conferencing
U	Attendance, Daily Oral Lang.	9:15-9:50 - Library/Counseling	oral & Silent Rdg: Family Trip;
E	<u>Spelling:Review of short a &amp; i words</u>		An Interesting Trip
S	Challenge words in dict. Sentence		Story Plot, major and minor
D	<u>Phonics Chart - #1-2 Titled:</u>		characters; settings, sequence
A	When You Can Read; Bookworm		events, predict author's message
Y	Flash Card Drill of Sight Words		DAILY 5: Read to Self; Read to
	Character Education word:		Someone; Listen to Reading; Word
	Responsibility		Works; Work on Writing & CAFE
W	<u>8:30-8:45</u>	<u>8:45-9:45</u>	<u>10:00-11:00</u>
E	Flag Pledge, Lunch Count,	8:45-9:15 - Art	Guided Reading & Oral Rdg.
D	Attendance, Daily Oral Lang.	9:20-9:50 - P.E.	Family Trip; An Interesting Trip
N	<u>Spelling:Review of short a &amp; i words</u>		Events, predict author's message
E	Challenge words in dict. Sentence		the narrative & intended audience
S	<u>Phonics Chart -#1-2 titled:</u>		Describe how setting is
D	When You Can Read; Bookworm		conveyed & similarities. DAILY 5:
A	Flash Card Drill of Sight Words		Read to Self; Read to Someone;
Y	Character Education word:		Listen to Reading; Word Works, Work
	Responsibility		on Writing & CAFE Component
	<u>8:30-8:45</u>	<u>8:40-9:45</u>	
T	Flag Pledge, Lunch Count,	8:45-9:15 - Music	Oral & Silent Reading:
H	Attendance, Daily Oral Lang.	9:20-9:50- Library/Counseling	Neighborhood News; Book Week
U	<u>Spelling-Review of short a &amp; i words</u>		Write about how to compare
R	Challenge words in dict. Sentence		this story to another story. Discuss
S	<u>Phonics Chart #1-2 Titled:</u>		the author's message of the story.
D	When You Can Read; Bookworm		Centers: Spelling, Writing, rhyme
A	Flash Card Drill of Sight Words		listening, computers, poetry
Y	Character Education word:		charts, Listening Center,
	Responsibility		phonics, grammar center.
	<u>8:30-8:45</u>	<u>8:40-9:45</u>	<u>10:00-11:00</u>
	Flag Pledge, Lunch Count,	8:45-9:15 - Art	Oral & Silent Reading of:
F	Attendance, Daily Oral Lang.	9:20-9:20 - P.E.	News from the Market; News Fair
R	<u>Spelling:Review of short a &amp; i words</u>		Discuss author's message. Word
I	Challenge words in dict. Sentence		wall activities; speaking in

D	Phonics Chart #1-2 Titled:		complete, coherent sentences.
A	When You Can Read; Bookworm		Centers: Spelling, writing,
Y	Flash Card Drill of Sight Words		listening, computer. Play "sparkle"
	Character Education word:		and read poetry charts with
	Responsibility		writing poetry activities.

**CURRICULUM OBJECTIVES:**

<b>Math Objective:</b> Students will learn how to count by tens and ones; use counting cubes & pattern blocks; using the number line; the 100 chart; Ten	
<b>Shared Reading Objective:</b> compare and contrast stories; <u>Use appropriate listening skills, as well as identify complex and irregularly</u>	
<b>Spelling Objectives - short vowels- a, e, i, o, u</b>	<u>Short vowel words with a,e,i,o,u</u>
<b>Oral Language Objective:</b> Practice Spelling words; <u>Work on reading fluency</u>	
<b>Science Objective:</b> Students will understand the importance of caring for the land; <u>learn all about how we care for the land</u>	
<b>SuccessMaker Objective:</b> Use targeted practice and interventions on the computer in reading and math for each student	
<b>Guided Reading Objective:</b> Find author's message in a story; describe how setting is conveyed; review KWL chart	
<b>Explicit Oral Language Objective:</b> Oral Language; <u>and guided reading books</u>	
<b>Weekly Reader Objective:</b> students will learn about fire safety and ways to prevent fires	
<b>Social Studies - Students will learn about rural areas and using natural resources.</b>	

**COMMON CORE STANDARDS:**

<b><u>Reading:</u></b> Ask and answer such questions as who, what, where when, why and how to demonstrate understanding	
<b><u>Writing Standard:</u></b> Write opinion pieces in which they introduce the topic or book they are writing about, state an op	
<b><u>reasons, and provide a concluding statement or section.</u></b>	
<b><u>Speaking and Listening:</u></b> Participate in collaborative conversations with diverse partners about grade 2 topics and t	
<b><u>Language Standard:</u></b> Participate in collaborative conversations with diverse paratners about grade 2 topics and text	
<b><u>Math Standard:</u></b> Make sense of problems and perservere in solving them.	M1, M2, M5, M6
<b><u>Technology Standard:</u></b> Select from several teacher-selected internet sites to locate information.	
<b><u>Social Studies Standard:</u></b> Analyze U.S. historical eras to determine connections and cause and effect relationships	
<b><u>Science Standard:</u></b> Make a timeline to indicate the life cycle of an insect. Use scienfitic thinking skills of observing,	

<b>Math</b> 11:30-11:40 Exploring Connecting Cubes  Classroom Routines and Ten-Minute Math activities  <b>M1, M2 Standards</b>	<b>Recess</b> 11:35-11:50	<b>Math</b> 11:55-12:05 10 minutes number routines   Standards: <b>M5-M6</b> <b>T1, T2</b>	<b>Lunch</b> 12:05-12:35	<b>SSR/Silent Reading</b> <b>12:35-12:55</b>  Sustained Silent Reading Time  Students will read silently and select their own books. Free Voluntary Reading.
<b>Math</b> 11:30-11:40 Cover and count and also building Cubes  Ten-Minute Math  <b>M5-M6 Standards</b> <b>T1, T2 Standards</b>	<b>Recess</b> 11:35-11:50	<b>Math</b> 11:55-12:05 10 minutes number routines  Standards: <b>M5-M6</b> <b>T1, T2</b>	<b>Lunch</b> 12:05-12:35	<b>SSR/Silent Reading</b> <b>12:35-12:55</b> Sustained Silent Reading  Students will read silently and select their own books. Free Voluntary Reading.
<b>Math</b> 11:30-11:40 Guess numbers on the number line  Ten-Minute Math <b>M1, M2 Standards</b> <b>M5-M6 Standards</b>	<b>Recess</b> 11:35-11:50	<b>Math</b> 11:55-12:05 10 minutes number routines  Standards: <b>M5-M6</b> <b>T1, T2</b>	<b>Lunch</b> 12:05-12:35	<b>SSR/Silent Reading</b> <b>12:35-12:55</b>  Sustained Silent Reading  Students will read silently and select their own books. Free Voluntary Reading.
<b>Math</b> 11:30-11:40 Counting sets of up to 60 objects  Ten-Minute Math <b>M1, M2 Standards</b> <b>M5-M6 Standards</b>	<b>Recess</b> 11:35-11:50	<b>Math</b> 11:55-12:05 10- minute number routines  Standards: <b>M5-M6</b> <b>T1, T2</b>	<b>Lunch</b> 12:05-12:35	<b>SSR/Silent Reading</b> <b>12:35-12:55</b>  Sustained Silent Reading  Students will read silently and select their own books. Free Voluntary Reading.
<b>Math</b> 11:30-11:40 Using various strategies for counting	<b>Recess</b> 11:35-11:50	<b>Math</b> 11:55-12:05 10 minutes number	<b>Lunch</b> 12:05-12:35	<b>SSR/Silent Reading</b> <b>12:35-12:55</b>  Sustained Silent Reading

[illegible]

<b>SuccessMaker</b> 12:55-1:15 Self-paced interactive courseware in content areas of reading and math in the computer lab.	<b>MATH (M5,M6, T1,T2)</b> 1:15-2:00 Pg. 1-2 Students will be working on Ten Cubes and Time describe arrangements of ten cubes 5students will solve problems from connecting the cubes <b>Problem of the Day.</b> <b>Mad Minute Tests; CGI Problems</b> <b>Flash card drill of add. Facts</b> <b>Students will use algebra concepts to solve equations.</b>	<b>Recess</b> 2:00-2:15	<b>Creat.Writ.</b> 2:15-2:30 Students will be composing various writings to be aligned to Common Core State Standards	<b>RTI - (Response to Interventions)</b> 2:30-3:00 screening, progress monitoring data based decision making, standards based data driven & responsive to student needs
<b>SuccessMaker</b> 12:55-1:15 Self-paced interactive courseware in content areas of reading and math in the computer lab.	<b>Math (M5,M6, T1, T2)</b> 1:15-2:00 Pg. 3-4 Studentts will be working with counting cubes and pattern blocks work with connecting cubes <b>Problem of the Day. Mad Minute Tests. Flash card drill of addition facts. CGI Solve everyday problems in math.</b>	<b>Recess</b> 2:00-2:15	<b>Creat.Writ.</b> Students will be composing various writings to be aligned to Common Core State Standards	<b>RTI - (Response to Interventions)</b> 2:30-3:00 screening, progress monitoring data based decisions standards based data driven & responsive to student needs
<b>SuccessMaker</b> 12:55-1:15 Self-paced interactive courseware in content areas of reading and math in the computer lab.	<b>Math(M5,M6, T1, T2)</b> 1:15-2:00 Pg.6-7 Students will be working with the number line to focus on counting and Guess My Number of the Day. <b>Mad Minute Tests. Flash card drill of addi. Facts. Students will understand place value. CGI problems</b>	<b>Recess</b> 2:00-2:15	<b>Creat.Writ.</b> Students will be composing various writings to be aligned to Common Core State Stanar	<b>RTI - (Response to Interventions)</b> 2:30-3:00 screening, <u>progress monitoring</u> data based decision standards based data driven & responsive to student needs
<b>SuccessMaker</b> 12:55-1:15 Self-paced interactive courseware in content areas of reading and math in the computer lab.	<b>Math (M5, M6, T1, T2)</b> 1:15-2:00 Pg. 8-9. Students will be working with the number line and counting activities. Students will compare number line & 100's Problem of the Day. <b>Mad Minute Tests. CGI Problems</b> <b>Flash card drill of add. facts.</b> <b>Using problem solving skills</b>	<b>Recess</b> 2:00-2:15	<b>Creat.Writ.</b> Students will be composing various stories to enhance the import. of learning writing	<b>RTI - (Response to Interventions)</b> 2;30-3:00 screening, progress monitoring data based decision standards based data driven & responsive to student needs
<b>SuccessMaker</b> 12:55-1:15 Self-paced interactive	<b>Math (M5, M6, T1, T2)</b> 1:15-2:00 Pg 10-11. Students will be learning learning accurate strategies for counting and equivalent numbers	<b>Recess</b> 2:00-2:15	<b>Creat.Writ.</b> Students will be composing various	<b>RTI - (Response to Interventions)</b> 2:30-3:00 screening, progress monitoring

[illegible]

**Science /S.Studies**

**Weekly Reader/JA**

2:45-3:25

Science-pg. B48-B66

Students will be

learning about how  
we care for the land.

**Weekly Reader-**

We will be learning about  
how to make a movie.

**[Dismiss - 3:30](#)**

**Social Studies - Pg 11-20**

3:00-3:25

Students will learn  
about rural areas  
and natural resources.

**[Dismiss - 3:30](#)**

**Weekly Reader- 2:45-3:25**

Students will learn about  
different kinds of  
animal habitats.

Use Promethean Board  
for learning about various  
animal habitats

**[Dismiss - 3:30](#)**

**Weekly Reader - 2:45-3:25**

Students will make  
posters in small groups  
depicting all the ways  
we can be safe in  
preventing fires.

**[Dismiss - 3:30](#)**

**Weekly Reader-2:45-3:25**

Students will be learning  
about various kinds  
of produce that we  
can find in the fall.

The students will  
then share their findings  
to the class.

Dismiss - 3:30